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ABSTRACT

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents a summary budget of the four co-funded educational components and then briefly describes each of the components. Each description includes a summary of program activities and shows how the activities will be implemented in elementary, middle, and secondary schools. A time line for program implementation is included for each component. (MK)

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DETROIT PUBLIC SCHOOLS

EDUCATIONAL COMPONENTS

Office of the General Superintendent and
the Division of Educational Services

November 9, 1976

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DETROIT PUBLIC SCHOOLS

EDUCATIONAL COMPONENTS

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INTRODUCTION

On August 15, 1975, the United States District Court issued a broad and comprehensive desegregation order to the Detroit Public Schools. Prior to the issuing of this order, the Detroit Public School System had taken the position that a school system which is implementing a desegregation order must, concurrently, improve its educational services in order to eliminate vestiges of past discrimination.

The U.S. District Court and the U.S. Court of Appeals both upheld this contention. In his August 15th order, Judge Robert DeMascio stated:

> "We find that the majority of the educational components included in the Detroit Board Plan are essential for a school district undergoing desegregation.... this court deems it essential to mandate educational components where they are needed to remedy effects of past segregation, to assure a successful desegregation effort, and to minimize the possibility of resegregation."

Recognizing the necessity for additional funds to implement these Educational Components, the Detroit Public School System has sought and has now obtained funding from the U.S. Office of Education and the State of Michigan. These additional financial resources will be used to fund the following four Educational Components:

Reading and Communication Skills
In-Service Training
Testing
Guidance and Counseling

The additional cost for implementing these four components as submitted to the court is $11,645,000.00. Half of these monies have been provided by the U.S. Office of Education and half from the State of Michigan. The monies from the U.S. Office of Education have been obtained from the Basic, Pilot and Special Projects sections of the Emergency School Aid Act (ESAA).

EDUCATION COMPONENT FUNDING

EDUCATION COMPONENT	ESAA BASIC	ESAA PILOT	ESAA SPECIAL PROJECTS	ESAA TOTAL	STATE	TOTAL
Reading and Communication Skills	$1,547,436	$855,209	$1,641,523	$4,044,168	$1,574,001	$5,618,169
In-Service Training	--	--	1,328,548	1,228,048	1,223,026	2,551,574
Testing	--	--	--	--	539,000	539,000
Guidance and Counseling	--	--	449,784	449,784	2,486,473	2,936,257
TOTAL	$1,547,436	$855,209	$3,419,855	$5,822,500	$5,822,500	$11,645,000

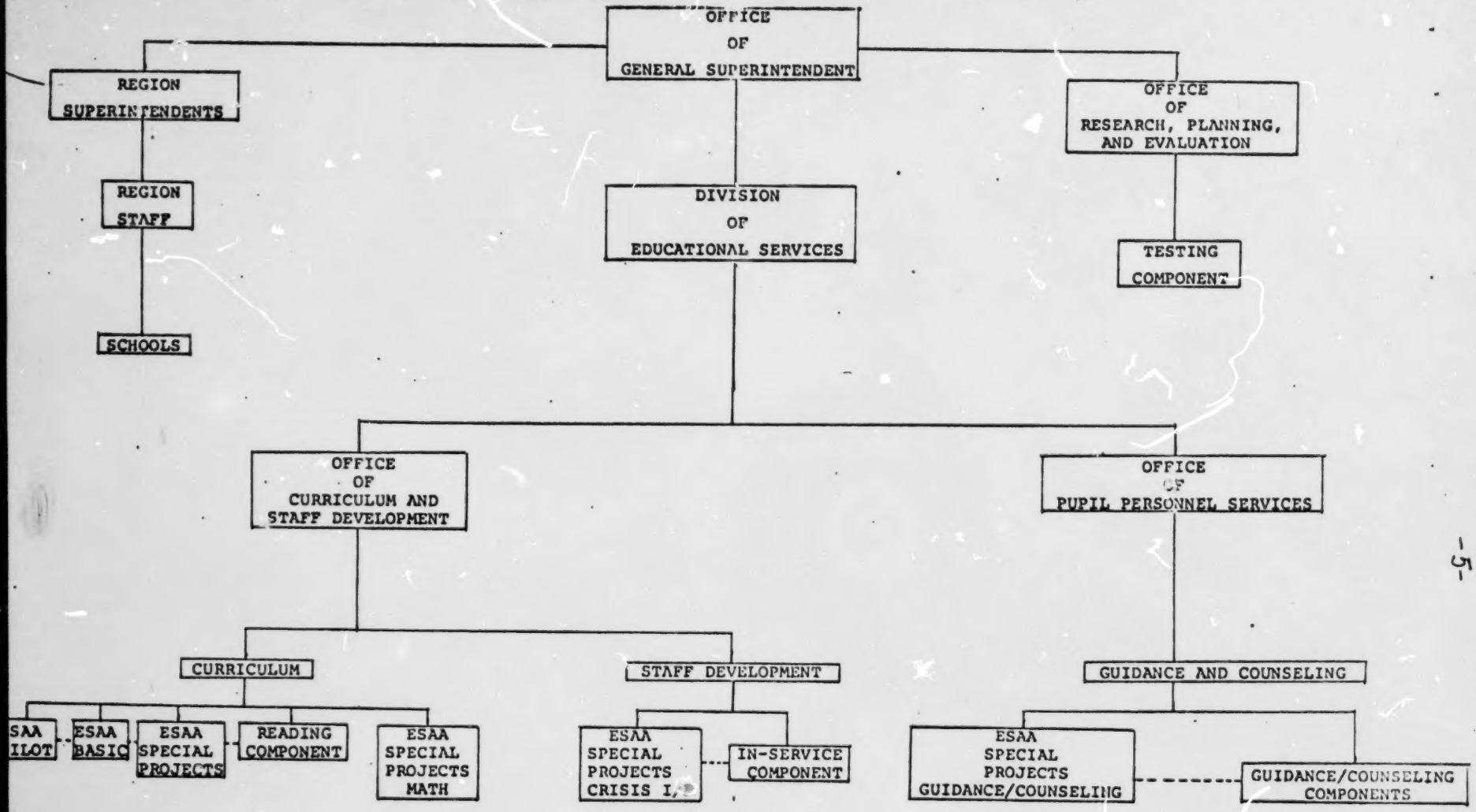
In order to maximize the effectiveness of the Educational Components, the funds from the Office of Education and the State of Michigan will be blended to support each of the components. This means that each of the Educational Components will have a single programmatic thrust, despite the fact that the resources to support the activities come from two different sources. Operationally, the activities supported from the two sources will be indistinguishable from each other.

On the following pages there are brief descriptions of each of the Educational Components.

EDUCATION COMPONENTS AND ESAA

Schedule of Meetings and Activities

Friday, November 12:	9:00 am, Conference Center Region Superintendents, Region Staff, Central Staff
Monday, November 15:	4:00 pm, Conference Center District Wide Advisory Committee
Week of November 15-19:	Detail Informational Meetings in each region
Tuesday, November 16:	5:30 pm, Conference Center Central Board of Education Curriculum Committee
Thursday, November 18:	6:00 pm, Conference Center Central Board of Education Finance Committee
Saturday, November 20:	8:30 - 12:30, Beaubien Middle School Community Meeting, 30 persons from each region
Tuesday, November 23:	5:00 pm, Conference Center Central Board of Education Meeting
Monday, November 29:	All Day, ESAA Program Review Office of Education Personnel
Wednesday, December 15:	All Components including all ESAA Special Projects will be "up and running"



ORGANIZATIONAL CHART

EDUCATIONAL COMPONENTS AND ESAA

READING AND COMMUNICATION SKILLS

The Court Opinion and Order

In its August 15, 1975, order, the court stated;

> "The development of proficient reading skills is the most essential educational service a school system can deliver....There is no educational component more directly associated with the process of desegregation than reading."

The court ordered that:

> "The Detroit Board of Education and the General Superintendent, together with a staff unit appointed by such Superintendent, shall design, develop and institute a comprehensive instructional program for teaching reading and the communication skills. Such educational program shall be characterized by excellence and shall be instituted in every school in the system."

Summary of Program Activities

The Detroit Public Schools will implement a comprehensive, city-wide instructional program for teaching reading and other communication skills. The program shall:

.... Utilize diagnostic/prescriptive teaching methods;

.... Individualize reading techniques, through the use of multi-level materials as well as through other methods which allow for individual differences in learning styles;

.... Teach reading and communication skills in content areas other than Language Arts;

.... Train parents in methods which they can use to help their children improve their reading and communication skills;

.... Increase the relevancy of instruction through the addition of Practical Life Skills curriculum to the content areas which will be developing reading and communication skills.

Because students at different age levels have different needs with regard to the development and improvement of their reading and communication skills, the strategies, resources, and emphasis given to each of the activities listed above will vary slightly in order to best meet the student's needs.

Elementary Schools

.... A group of teachers (28) skilled in the teaching of reading and individualization will be identified and trained to be Elementary Reading Specialists for the Reading and Communication Skills Program.

.... These Specialists will be assigned to regions according to enrollment and will be supervised by Regional Curriculum Administrators (or other equivalent regional staff), and by Central Language Arts Supervisors.

.... Utilizing an early release schedule for each school, workshops will be presented which will train the teachers in the reading process, diagnostic and prescriptive techniques, as well as the overall approaches and methodologies of the Reading and Communication Skills Program.

.... Simultaneous with the development of the workshops, a team of teachers (4) will develop, field test and print a curriculum of Practical Life Skills for the elementary schools.

.... During the third or fourth building workshops, the Practical Life Skills materials will be introduced to the teachers as one method of teaching the reading and communication skills.

To assist the processes described above, the following will be utilized:

1. A sequential list of Reading and Communication Skills objectives.

2. A City-Wide Reading Skills Survey to be used as a part of the diagnostic/prescriptive teaching method.

3. Material titled: Teaching Ideas and Strategies for Elementary and Middle Schools that will suggest teaching and learning activities which can be used to attain the objectives of the program.

4. A uniform system for recording pupil progress.

5. A monitoring and evaluation system designed to give immediate and long term feedback regarding the successes or failures of the instructional strategies which are being used.

Middle Schools

.... A group of teachers (8) skilled in the teaching of reading and individualization will be identified and trained to be Middle School Reading Specialists.

.... These Specialists will be assigned to regions and will be supervised by Regional Curriculum Administrators (or other equivalent regional staff) and by Central Language Arts Supervisors.

.... The Specialists will:

1. Provide training for middle school teachers in the content areas of English, Social Studies, and Science in: the reading process, diagnostic/prescriptive teaching processes, classroom management.

2. Help teachers interpret test data from the Michigan Educational Assessment Program, as well as other criterion referenced tests and diagnostic assessment data.

3. Assist teachers in the establishment of procedures for the selection and utilization of multi-level instructional materials.

4. Assist teachers in the development and selection of materials and teaching procedures for the teaching of reading and communication skills in the content areas of English, Social Studies, and Science.

.... Home Curriculum Specialists (18) Teachers will be selected and trained in methods for developing and implementing--and in methods of training Home Curriculum Aides in methods for developing and implementing--community network designs, home learning centers, parent effectiveness training, and child-parent field experiences.

.... Home Curriculum Aides (134) will be selected and trained in methods for developing and implementing community network designs, home learning centers, parent effectiveness training, and child-parent field experiences.

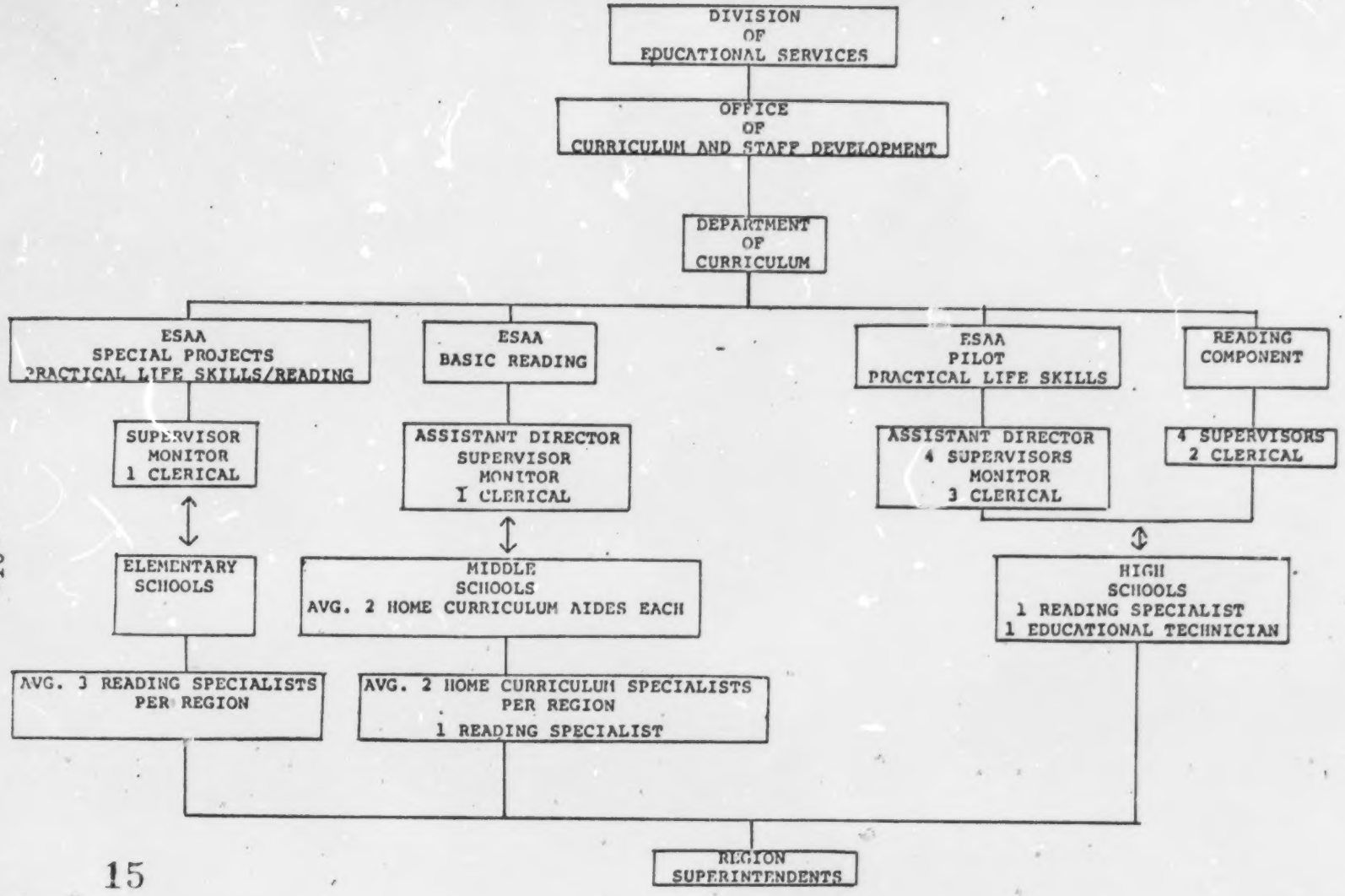
.... Home Curriculum Aides and Home Curriculum Specialists will work as teams which will meet with parents of students who are having difficulty reading. These teams will assist parents in helping their children further develop and improve their reading and communication skills.

Senior High Schools

.... One additional reading teacher and one additional reading technician will be selected, trained, and placed at each senior high school. The staff will provide direct service to students who are in need of additional help with their reading skills as well as additional service to teachers in terms of assisting the teachers with methods of assisting some of these students.

.... Workshops will be held for English and Social Studies Department Heads. These workshops will train the Department Heads in reading techniques as well as in methods for training their teachers in the use of reading techniques in their classes.

.... Simultaneous with the development of these workshops, a team of four staff members will develop, field test and print a curriculum of Practical Life Skills for high school students. The staff will conduct workshops with teachers in the areas of English, Math, Science, Social Studies and Vocational Education. These workshops will train teachers in the development, and selection of materials to be used to teach students Practical Life Skills. These skills will be infused into the regular curriculum and be used as one of the key methods for teaching reading and communication skills at the high school level.


DIVISION OF EDUCATIONAL SERVICES
OFFICE OF CURRICULUM AND STAFF DEVELOPMENT
DEPARTMENT OF CURRICULUM
ESAA SPECIAL PROJECTS PRACTICAL LIFE SKILLS/READING
ESAA BASIC READING
ESAA PILOT PRACTICAL LIFE SKILLS
READING COMPONENT
SUPERVISOR MONITOR 1 CLERICAL
ASSISTANT DIRECTOR SUPERVISOR MONITOR I CLERICAL
ASSISTANT DIRECTOR 4 SUPERVISORS MONITOR 3 CLERICAL
4 SUPERVISORS 2 CLERICAL
ELEMENTARY SCHOOLS
MIDDLE SCHOOLS AVG. 2 HOME CURRICULUM AIDES EACH
HIGH SCHOOLS 1 READING SPECIALIST 1 EDUCATIONAL TECHNICIAN
AVG. 3 READING SPECIALISTS PER REGION
AVG. 2 HOME CURRICULUM SPECIALISTS PER REGION 1 READING SPECIALIST
REGION SUPERINTENDENTS

ORGANIZATIONAL CHART
READING COMPONENT

11/12/76

READING AND COMMUNICATION SKILLS
TIME LINE

Month	Activity
November, 1976	Conclude training of teacher training coordinators designated by each elementary school.
	Participate in community workshop to inform parents about the reading component. ESAA Pilot and Basic staffs will begin local workshops for middle and senior high schools.
	Initiate a selection process for the reading specialists provided by special funding.
	Distribution by warehouse of three components of the City-wide Reading Program: City-wide Reading Survey Performance Objectives Teaching Strategies and Ideas
	Conduct meeting with Senior High School principals to discuss corrective reading program utilizing the state funds for reading specialists and technician.
	Initial orientation with ten (10) demonstration schools funded through Right-to-Read grant.
	Begin long term series of local school meetings to implement a coordinated Right-to-Read effort.
	ESAA Pilot Director began meeting with regional boards of education.
	Administer Adult Performance Level pre-test to all high school seniors; also, will be given to a select group of 9, 10, 11 grade students.
December, 1976	Printing and distribution of parent guide.
	Initial meeting of the Right-to-Read Advisory Committee.
	ESAA pilot staff to field-test lesson plans and objective-referenced test items developed during series of workshops.
	Distribution of lesson plans and objective-referenced tests.
	ESAA Basic staff to complete second phase of workshops.

Month	Activity
December, 1976	Completion of three training packets by ESAA Basic staff. Selection and training of Home Curriculum Specialists. Completion of selection and assignment of Home Curriculum Paraprofessionals. The Elementary Practical Life Skills Component Supervisor and Monitor will be selected. The Elementary Reading Specialists will be identified and trained. The Elementary Practical Life Skill Specialists will be selected. The goals of the PLS component will be articulated to the regions and to the principals.
January - June 1977	Consortium of local universities in conjunction with the Detroit Center for Professional Growth will conduct a ten-session course in Practical Reading Strategies for the Secondary Classroom Teacher. Hold annual between semester City-wide Reading Conference. ESAA Pilot 1. Report each student's result on pre-test to each school. 2. Finish Phase I objectives and lesson plans and obtain comments from school staff, students, and community. 3. Start Phase II activities. ESAA Basic The training of the Home Curriculum Specialists will be continued. The selection of the Home Curriculum Aide will be completed. The training of the Home Curriculum Aide will be largely completed. The third phase of the reading training - Classroom Management - will be concluded in the middle schools.

Month	Activity
January - June 1977	Workshops will be conducted to produce materials in social studies and science related to the Michigan State Assessment Program.
	Materials will be developed by the Elementary Reading Specialists to use in the elementary workshops.
	Elementary Practical Life Skills Objectives will be related to the Reading Design.
Ongoing	Maintain regular in-service education for staff on: 1. City-wide Reading Program. 2. Diagnostic/Prescriptive Approach. 3. Infusion of Practical Life Skills into content areas.
	Regional, local school, constellation workshops under the direction of the reading specialists.
	Monthly meetings with ESAA District Wide Advisory Committee.
	Monthly meetings with Executive Board of the Superintendent's Desegregation Committee.
	ESAA Pilot monthly meetings with (SAC) Student Advisory Committees.
	ESAA Pilot tries out, evaluates, modifies, and expands (TEME) the lesson plans.

IN-SERVICE TRAINING

The Court Opinion and Order

In the order of August 15, 1975, the court stated:

> "A comprehensive in-service training program is essential to a system undergoing desegregation. A conversion to a unitary system cannot be successful absent an in-service training program for all teachers and staff. All participants in the desegregation process must be prepared to deal with new experiences that inevitably arise."

The court's order requires:

> ".... in-service training in such fields as teacher expectations, human relations, minority culture, testing, the student code of conduct, and the administration of discipline in a desegregated system for all school personnel...The in-service training program as instituted should be on-going, include all schools in the system and be open to all personnel employed by the Detroit Board of Education."

Summary of Program Activities

The Detroit Public Schools will develop, implement, coordinate, and monitor an in-service training-staff development program which will meet the needs expressed in the court order as unique to a school district undergoing desegregation.

The program will concentrate most of its efforts in four areas: Teacher Expectations; Human Relations; Ethnic and Racial Awareness; and Crisis Intervention-Prevention.

.... Teacher Expectations:

Staff members of the Detroit Public Schools will develop heightened awareness of the impact of teachers' expectations on their instructional planning and implementation as they affect the learnings of students with varying racial, cultural, and socio-economic backgrounds. Moreover, these school staffs will demonstrate improved skills in making operational the implications of these insights and understandings as they work with students from varying backgrounds.

.... Human Relations:

School staffs will develop a positive school climate under conditions of desegregation through improved interpersonal relations and communications among the staff of that school.

.... Ethnic and Racial Awareness:

School staffs will develop a heightened awareness of the racial, cultural and socio-economic diversity among themselves and their students. Staffs will develop an increased understanding of the characteristics of different racial, cultural, and socio-economic groups that represent important strengths of students from those groups as they approach their school experience. The staff in each school will demonstrate improved skills in the effective utilization of these insights and understandings in the improvement of learning of the students.

.... Crisis Prevention/Intervention Program:

"Crisis" in the schools refers to situations or events of conflict and often violence and physical confrontation which occur in and around the schools; which involve staff, students, parents and community; and which disrupt the educational program of the schools.

Prevention activities will evaluate the pre-existing conditions for conflict, increase awareness of the conditions, and develop plans for change. Intervention activities will manage conflict when it occurs and derive some positive value from it rather than merely attempt to contain it and survive it.

The program of crisis prevention/intervention will be a two part training program which will evolve as the participant's awareness is heightened and they assess their needs. The aim of the program will be total participation of all staff and students and as much participation of parents as it is possible to obtain.

.... A group of Training Coordinators (14) with experience and expertise in developing and implementing workshops in the areas of: human relations, ethnic and racial awareness, teacher expectations, and crisis prevention, will be identified and selected.

.... The Training Coordinators will receive orientation and training in the In-Service Training Program.

.... Training Coordinators and consultants will, at the local school, regional, and central level, assist all instructional and non-instructional staff, students, parents, and community representatives to:

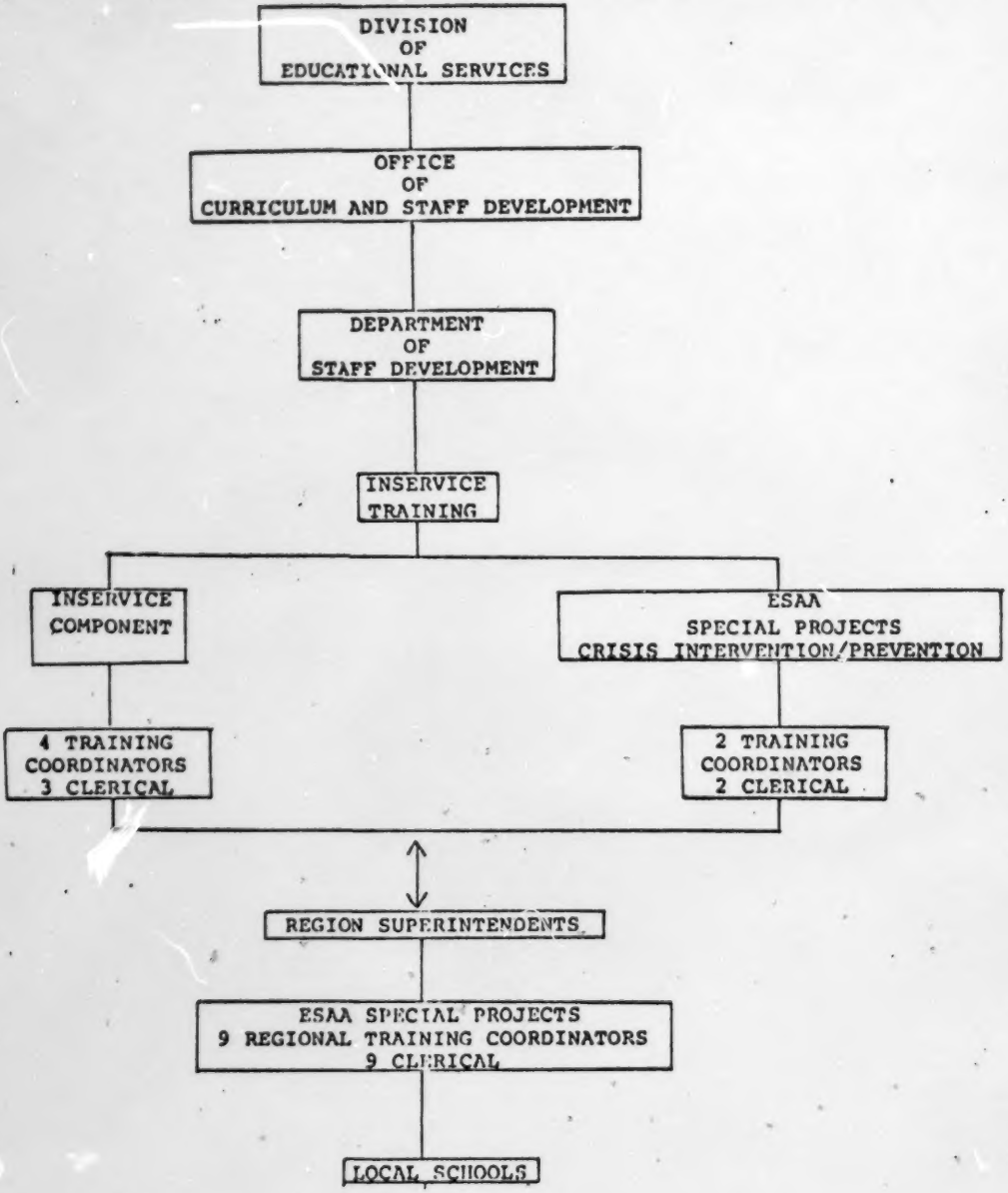
1. Identify pre-crisis indicators, including assessed needs in the areas of human relations, teacher expectations, and ethnic and racial awareness.

2. Identify new roles, attitudes, and behaviors which will improve the school climate and make it more conducive to learning.

3. Adopt and adapt the new roles, attitudes and behaviors and evaluate their effectiveness in improving the school conditions.

.... In-Service Training programs will be continued throughout the year for the purpose of constantly evaluating the degree to which the modified roles, attitudes and behaviors have been adopted and adapted and the degree to which they are effectively improving the schools' learning climates. Additional training will be developed and implemented based upon observed need.

.... A team of principals and other administrators who have had successful experiences in dealing with crisis situations will be identified. This team will assist schools which have crisis situations. They will be deployed to schools by Region Superintendents or by the General Superintendent as they are needed. They will help local school administrators take whatever actions are necessary to deal with the disturbances in ways that protect the students and teachers in the building without further deteriorating the situation.



ORGANIZATIONAL CHART
INSERVICE COMPONENT

Office of Curriculum
and
Staff Development

Department of Staff Development
and
Teacher Training

IN-SERVICE COMPONENT
TIME LINE

Month	Activity
June, 1976	• The Detroit Center for Professional Growth and Development provided extensive consultative service to the ESAA schools conducting effective in-service training workshops.
July, 1976	• The Directed Teaching Office initiated dialogue with cooperating colleges and universities about the need to provide pre-service teachers with skills in the Affective Domain.
	• A six-week workshop was held by the Detroit Center for Professional Growth and Development at the Pelham Middle School.
	• The Detroit Center for Professional Growth and Development initiated for paraprofessionals a series of workshops which concentrated upon building positive student attitudes and self-concepts.
	• The Department of Staff Development and Teacher Training planned and implemented several briefing sessions for Central and Regional Board of Education members. These sessions were called "Getting to Know Your School System Better." Key school personnel were present at these sessions to help facilitate dialogue and to answer specific questions.
August, 1976	• Project TIDE trained teams from each of six region offices and twenty-five schools in the development of in-service activities to be initiated in the schools beginning in September, 1976.
	• The Department provided consultative service for the ESAA Pilot Project as they planned and implemented in-service training for teachers and administrators who were developing objectives and curriculum for the Practical Life Skills thrust.
	• Department representatives explored, with the Detroit Center for Professional Growth and Development, the utilization of trained intern teachers as paid substitutes for affective in-service activities to be initiated in

Month	Activity
	the schools in December. Emphasis was placed on using former intern teachers who are on the substitute list awaiting assignments.
	• The Department of Staff Development and Teacher Training, in cooperation with PEO, sponsored a three-day training seminar on "Student Rights and Responsibilities" for 200 principals of the local schools.
September, 1976	• A Delphi forecasting instrument was distributed to a random sample of teaching, administrative and counseling personnel to identify projected in-service needs in both the cognitive and affective areas for the next five years. Long-range in-service goals and objectives will be developed based on the data collected.
	• Plans were developed to provide in-service activities to newly hired bus drivers and transportation aides. This activity will be implemented in December.
	• A dialogue was initiated with PEO, The University of Michigan, and the Center for Teaching About Peace and War, Wayne State University, to identify resources and consultants for Crisis Prevention and Crisis Intervention activities at local schools.
	• Meetings were held with representatives from PEO and from Focus:HOPE in order to develop and implement student leadership programs in middle and senior high schools.
	• The Department provided consultative services to the Job Placement Project by assisting in the design and implementation of this in-service program.
	• A city-wide Committee on Workshops was established as an outgrowth of an initial effort to coordinate the several in-service activities funded through ESAA in support of Court-ordered activities. As a direct follow-up, a Master Schedule of all in-service activities was compiled. A chart of identified in-service needs and available resources within and outside of the Detroit Public Schools was developed.
	• An annotated bibliography which deals with Teacher Expectations, Human Relations and Minority Cultures was developed. It will be disseminated to all Regional Curriculum Coordinators during the month of December.
	• A system-wide collection of data concerning promising practices in the above areas was initiated. Information

Month	Activity
	collected will be distributed to Regional Curriculum Coordinators and Staff Development Specialists in December.
October, 1976	• The conference "Understanding Violence and the Adolescent," cooperatively sponsored by the Center for Teaching About Peace and War, the Detroit Center for Professional Growth and Development and the Detroit Public Schools, attracted 1,000 participants from Detroit and the Archdiocesan Schools. The Department assumed responsibility for coordinating the workshop session dealing with the role of the media and its influence on youth. Members of the Department assisted, also, with registration.
	• A representative number of Detroit Teachers and Administrators attended as presenters and/or participants the Michigan Association for Supervision and Curriculum Development Conference, which had Affective Education as one of its major themes.
	• The Middle School Conference, cooperatively sponsored by the Detroit Public Schools and Wayne County Intermediate School District, attracted over 500 teachers and administrators from the Metropolitan Area.
	• A representative of the Department of Staff Development and Teacher Training participated in a seven-day system-wide Management Training Seminar held at the Wayne County Intermediate School District Office.
	• A continuing in-service program was initiated for Department members that focused on an awareness of Court-ordered activities. It provided an overview to the following programs or projects: Title IV Impact of Mass Media Bilingual/Bicultural Title IX Reading Design Project TIDE Practical Life Skills Center for Teaching About Peace and War
	• As a direct result of in-service training provided staff members of this Department, teacher consultants designed a number of in-service experiences for Michigan State University student teachers. The teacher consultants focused upon the ESAA Reading Design and Basic Reading Program.
	• The Department assumed a major responsibility for cooperating with Wayne County Intermediate School District in its

Month	Activity
	attempt to identify "linkers," from the Regions and Central Office, to participate in Project VALUE. This project disseminates information about state and nationally validated educational programs.
	• In keeping with the intent of providing current in-service to the several colleges and universities which use Detroit school sites for pre-student teaching field experiences as well as for student teaching, the Committee on Student Teaching met during October. Presentations were arranged by the Department to include an overview of the Detroit Center for Professional Growth and Development, presented by Dr. Jessie Kennedy, and Project TIDE, presented by Dr. Anna Marie Hayes.
	• A series of workshops was planned for teachers currently teaching out of their subject area field. The Affective Domain will be an integral part of the content.
	• Follow-up activities in the area of "Student Rights and Responsibilities" were planned in cooperation with PEO, The University of Michigan.
	• A Master In-Service Design was developed to identify the several areas of training responsibilities assumed by Detroit programs and other agencies.
	• Detroit Sponsoring Teachers were invited to attend the Michigan Association of Teacher Educators Semi-Annual Conference in November as an in-service activity. Content of the Conference will focus on: "Teacher Preparation: Who IS in Charge?"
	• The Department reinstated planning with the Department of Clerical Services, Educational Broadcasting and Wayne State University to continue the Secretarial Training Program conducted last year. Special emphasis will be placed on "Interpersonal Communication" as an important aspect of clerical competence.
November, 1976	• A Reaction Committee will be structured in accordance with the implementation plan of the "Ethnic Heritage Proposal."
	• A conference of School Community groups and representatives of the media will be held. This conference will examine the "Impact of Mass Media" on attitudes. This conference was planned cooperatively by the Department of Staff Development and Teacher Training and Focus:HOPE, Inc.

Month	Activity
	• A pre-service workshop will be held for student teachers and curriculum supervisors with particular emphasis on role expectations and performance.
	• Thirty trainees will be selected for participation in the Ethnic Heritage in-service program.
	• A preliminary draft of an Ethnic Heritage Studies Handbook will be compiled for use in implementing the Ethnic Heritage Studies Program. This will be done in concert with the Southeast Michigan Ethnic Heritage Studies Center.
	• A number of elementary, middle school and high school sponsoring teachers will attend the Michigan Association of Teacher Educators Conference.
	• A Desegregation Conference on the Court-ordered components will be held for 500 community persons at Beaubien Middle School. This department will be responsible for the logistics of the conference as well as the In-Service Component presentation. Several follow-up conferences will be held before July, 1977.
December, 1976	• System-wide training in Teacher Expectations, Human Relations, Ethnic and Racial Awareness, and Crisis Prevention/Intervention will begin.
	• The November conference "Impact of Mass Media" on attitudes will be reported by media representatives on radio and television as well as by feature stories in local newspapers. A newsletter will be send to school-community groups.
	• An initial workshop for contract teachers-at-large working in specialized areas will be held.
	• Bus drivers and transportation aides will be trained in the utilization of affective skills. (See September)
January, 1977	• The second of three pre-service workshops will be held the third week in January.
	• The second contract teacher-at-large workshop will be held.
	• The Department will cooperate with the planning and implementation of a City-Wide Reading Conference to be held between semesters.

Month	Activity
February, 1977	• In those schools where desegregation has brought about a greater change in student population than in others, additional released time for school planning teams will be provided. A total of approximately 100 days of substitute service will be available.
	• The Department of Staff Development and Teacher Training will assess the progress of the local school workshops in Teacher Expectations, Human Relations, Minority Cultures and Crisis Prevention/Intervention.
	• Between February and June, four monthly mini-conferences on the "Impact of Mass Media" will be held in order to discuss issues raised in the November conference. These sessions will involve citizenry from four local communities in the Metropolitan Area.
March, 1977	• A second sponsoring teacher workshop will be held. Emphasis will be placed on the Affective Domain.
	• The Department of Staff Development and Teacher Training will initiate new training programs at the local school level based upon the February assessment.
	• Each of the 300 Detroit schools will conduct a three-day workshop in six after-school sessions of two and one-half hours. Content will focus on such topics as Racism, Student Self-Concept, and Multi-Ethnic Cultural Contributions to our Pluralistic Society as a means of Crisis Prevention and Intervention.
April, 1977	• In cooperation with the Center for Teaching About Peace and War at Wayne State University, another major city-wide conference on Violence and Youth will be held. Emphasis will be placed on the involvement of Middle School youth.
	• Thirty trainees in the Ethnic Heritage program will have completed three weekend workshops of 50 hours training in concepts and skills in the affective and cognitive domains.
	• April will fill the need for a "catch-up" month for the completion of local school workshops as well as training for the Ethnic Heritage Studies Program.
	• The last of three pre-service workshops will be held.
May/June, 1977	• The Department of Staff Development and Teacher Training will initiate in-service conferences based upon the needs evidenced by the Delphi Forecasting Survey.

Month	Activity
	• There will be a culminating meeting to examine the data generated by the four monthly mini-conferences on the "Impact of Mass Media" on attitudes in May and a final newsletter will be distributed in June.
	• All Detroit Public School Instructional and non-instructional staff members based at region offices and local schools will have participated in in-service activities focused on Teacher Expectations, Human Relations and Minority Cultures.
	• Each region will have trained thirty secondary school social studies teachers in the correct definition of basic ethnic vocabulary, ethnic heritage, and specific ethnic groups and their contributions to a multi-cultured pluralistic society.
	• Project TIDE will have trained one region in the mainstreaming of strategies focused on racism and sexism into everyday activities. Five regions will have training teams in schools to develop an awareness of the need for such mainstreaming strategies. Five regions will have training teams in schools to develop an awareness of the need for such mainstreaming strategies. Each region will have a school with a particular focus of expertise that can be shared with other schools.

TESTING

The Court Opinion and Order

In the order of August 15, 1975, the court stated:

> "...of great importance to a system undergoing desegregation is the assurance that tests administered to students are free from racial, ethnic and cultural bias. Black children are especially affected by biased testing procedures. As a result of such procedures, they may find themselves segregated in classrooms for slow learners, which will thereafter impede their educational growth. Moreover, the discriminatory use of test results can cause resegregation."

The court, therefore, ordered:

> "Thus, the Detroit Board and the State Board of Education must devise a program that will ensure that testing design, content and procedures are adaptable to a desegregated school system."

The Detroit Public Schools will develop a testing program in which the test selection, test administration, and test analysis and interpretation are adaptable to a desegregated school system. The program shall:

.... Review all test instruments, This review will result in keeping those tests which are appropriate, eliminating usage of those which are not, and selection of new tests as needed.

.... Revise instructions for administration and use of tests, as well as develop new instructions as needed.

.... Provide in-service training to those who administer tests and who interpret and use test results.

.... Establish an evaluation unit.

.... Develop an objective referenced testing program.

Additional staff (9) will be carefully selected to assist existing research and evaluation personnel. These new staff will be selected on the basis of demonstrated experience and competencies in both the theoretical and practical aspects of testing; in staff training techniques; in report writing; and in research and evaluation techniques and methodology; and in the development and uses of objective referenced tests.

Review All Test Instruments

All tests used with Detroit students will be reviewed to insure that the instruments are non-discriminatory. Those tests which are non-discriminatory will be retained, those which are discriminatory, if any, will be discontinued and new tests will be selected to replace them.

.....A committee will be established to examine testing instruments. The committee will include school staff who administer, interpret and/or use tests; parents; and testing experts both within and without the school system.

.... Criteria will be established for the determination of test biases related to minority students.

.... Individual tests used by school psychologists will be evaluated.

.... All optional tests will be evaluated.

.... Items failing to meet the criteria will be eliminated and replaced with new instruments to the extent that they are available.

Revision of Instructions and Administration of Tests

Existing instructions developed by the Department of Research and Evaluation, and given in the Administrative Handbook or other official Board of Education publications, will be reviewed and revised as needed to insure that procedures are non-discriminatory throughout the school district. The revised guidelines will be made available to all school personnel and will be used in the continuing in-service education program. Included in this review will be a re-examination of the use of individual psychological test results and the frequency of testing of students placed in special education classes. The test procedures used with non-English speaking students will be re-examined and revised where necessary.

Train Staff in the Administration and Interpretation of Tests

All instructional staff will receive training in test administration procedures which insure standardized and non-discriminatory treatment of students and which provide cautions regarding the use of test information to group students homogeneously, to restrict entry to particular programs, or to give undue weight to test scores in making judgements about pupil placement. The in-service training will include instruction in the meaning of various test scores, in the limitations which should be placed

on the use of test results, and in the importance of teachers and counselors communicating expectations of success to pupils. In addition, the training will provide understanding of the use of test information in improving educational programs, in diagnosing individual pupil needs, and in determining mastery in school achievement.

Establishment of An Evaluation Unit

A small team of evaluation specialists will be identified and selected for the purpose of providing useful and timely information to improve the quality of educational decisions made by teachers and administrators at school, region, and central levels. The evaluation reports submitted will provide objective information which the school district can use to discard ineffective programs, strengthen and expand effective programs, and initiate promising new programs.

More specifically, the evaluation section will conduct context evaluations to improve planning decisions, process evaluations to improve operational decisions, and product evaluations to improve decisions regarding maintaining, modifying, or discontinuing programs.

Design and Develop an Objective-Referenced Testing Capability

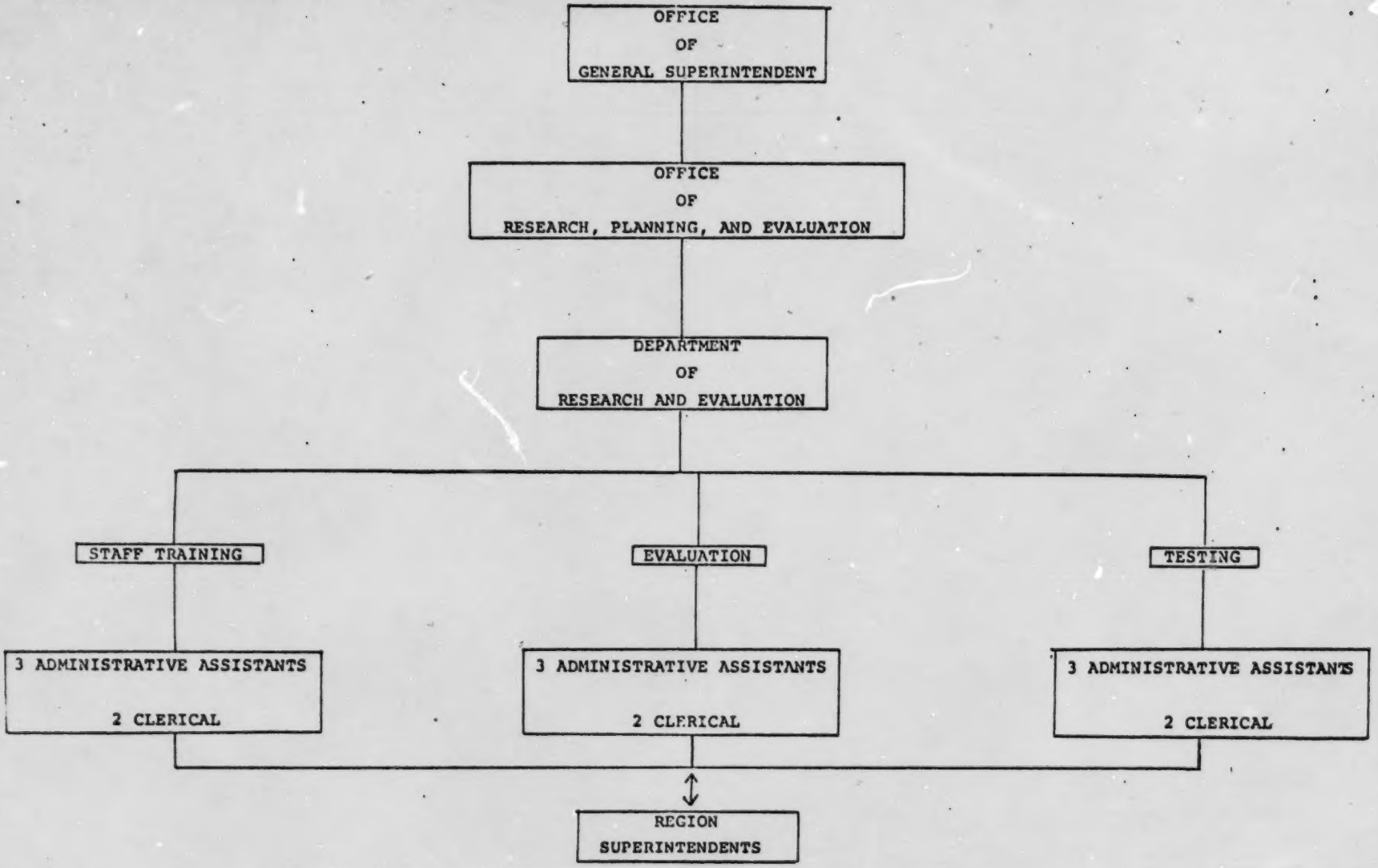
In order to strengthen the testing support services which are available to teachers, the Office of Research, Planning, and Evaluation will develop a program of objective-referenced testing so that the classroom teachers can more easily determine the effectiveness of their instructional programs. In order to do this, several subtasks will be completed as follows:

- performance objectives will be established at all grade levels and for all instructional areas usually taught in the schools, i.e., communication skills, mathematics, science, social scienchs, art, music, health education, physical education, and vocational-technical education, will be established by building upon the work already done in the schools and regions,

- objective-referenced tests to measure pupil achievement in all instructional areas will be provided for each performance objective,

- the lists of objectives for which tests are available will be disseminated to all instructional staff,

- a system will be established to provide test instruments, test scoring and analysis for any combination of objectives requested by teachers.



11/12/76

ORGANIZATIONAL CHART
TESTING COMPONENT

TESTING
TIME LINE

The plan calls for five tasks to be performed, the first two of which will be undertaken together:

a. All individual group testing instruments will be reviewed to ensure nondiscrimination.

b. All directions for administering and interpreting group and individual tests will be reviewed to ensure nondiscrimination

c. Each year inservice education will be provided for staff members who select, administer, interpret, or use tests and other evaluation devices and their results to be certain that this critical function of education is carried out in the most effective and equitable manner.

d. An evaluation unit will be established to provide the capability to evaluate system-wide programs and efforts, create a computer based pupil information system, and conduct needs assessment studies.

e. Performance objectives consistent with adopted goals of education in Detroit and related objective-referenced tests in measure their attainments will be developed.

Month	Activity
Nov, 1976	° Appoint a task force to review test instruments and procedures
	° Appoint a committee of staff members to develop in-service training on testing
	° The committee (a) reviews the needs for inservice education related to testing, (b) defines the different acpects of inservice education that are needed by people in different positions, (c) communicates with consortia of universities to urge the offering of needed courses in the local area, (d) communicates with the

	Detroit Center for Professional Growth and Development to sponsor training sessions under its auspices, and (e) make recommendations for the Detroit school district to conduct its own inservice education programs on testing.
Aug, 1977	° The school district implements all the recommendations of the task force that may be accomplished in the first year and begins the steps required for implementing others.
Nov, 1976- Aug, 1977	° The augmented staff of the Office of Research will define and help conduct evaluation studies of Detroit school programs to aid in decision making relative to ongoing programs and the desegregation effort, will help a computer based pupil information system, and will help conduct needs assessment studies.
	° The Research Department coordinates its efforts with the Language Education Department in the ongoing development of performance objectives in reading and related objective-referenced test items which include (a) reviewing the materials, (b) organizing test items into measjrement units, (c) arranging for tryout of the tests in the schools, (d) obtaining feedback from the tryout experiences of teachers and students, (e) revising the tests based on the tryout data, (f) preparing new tests in large quantities for teachers to use, and (g) encouraging their wise use and fair interpretations by teachers to help them plan their teaching.

Jan-Aug, 1977	• Departments other than the Language Education Department in the Office of Curriculum and Staff Development begin and carry on the same process as for reading but in other subject areas with the help and guidance of the Research Department.

GUIDANCE AND COUNSELING

Court Opinion and Order

"School districts undergoing desegregation inevitably place psychological pressures upon the students affected. Counselors are essential to provide solutions to the many problems that result from such pressures. Moreover, the success of the vocational and technical schools created herein depends upon the effort of counselors whose guidance is essential to students seeking a career. Counselors can accomplish much to shape and guide the academic experiences of students. They assist student self-development and further can acquaint students with the vocational training possibilities available in the system. It will be essential that the counselors be trained so that they may become fully acquainted with the vocational and technical offerings created herein. Accordingly, the order issued pursuant to these guidelines will require that the Detroit Board provide guidance and counseling services including career counseling to the junior and senior high students in the Detroit System."

With some administrative modifications, the Monitoring Subcommittee of the Federal Court's Monitoring Commission, endorsed the program as submitted by this school district and recommended its implementation to the Court. As a partial consequence of this recommendation, the Court stated on May 11, 1976, "we agree with the observations contained in the March 30, 1976, report of the Counseling and Career Guidance Sub-Committee that the Detroit Board's plan is basically sound and reflects pupil needs.... Accordingly, the judgment we enter today requires that the Detroit Board's September 30, 1975, submission, as modified by the Monitoring Commission's Counseling and Career Guidance Subcommittee's March 30, 1976, report be implemented by the joint efforts of the defendants Detroit Board of Education and State Board of Education."

Summary of Program Activities

The Guidance and Counseling program will address the needs expressed in the Court Order by (1) providing more effective counseling services to pupils in middle and senior high schools; (2) introducing counseling services to the larger elementary schools; (3) developing a system-wide Career Guidance program within the guidance and counseling services; and (4) providing an on-going staff development program for all guidance and counseling personnel.

These goals will be met by the implementation of processes described at each school level in the following paragraphs:

Senior High Schools

The addition of fifty-nine (59) clerk-typists and five (5) department heads to selected senior high schools will provide for the complete implementation of the restructured guidance and counseling program, which was approved by the Central Board of Education in 1968, and partially implemented in 1969 and 1970, in all twenty-two (22) of our comprehensive senior high schools. As a consequence, each senior high school will have a department head of guidance and counseling, a pupil counselor ratio which approximates 300 students to each counselor, a clerical staff person for each department head, and a counseling department clerical staff at the ratio of one (1) clerk-typist for each two (2) counselors.

Middle Schools

Twenty (20) of our largest middle schools, most of which have a student population which exceed 1,000, will be provided with a comparable counseling program to that which is available in the senior high schools. This would include a counseling department head or assistant department head (Schools with five (5) or more counselors will be assigned a department head.) for the twenty (20) schools, with clerical assistance based on the same ratio as that provided in the senior high schools. The counselor-pupil ratio will also be comparable to that of the senior high schools. However, it will be necessary, in some instances, that the assistant department head carry a partial counseling load.

The middle schools that will receive this service are: Hutchins, Knudsen, Earhart, Webber, Brooks, Drew, Cerveny, Guest, Beaubien, Durfee, Hampton, Longfellow, Post, Burroughs, Cleveland, Nolan, Hamilton, Jackson, Barbour, and Foch. Durfee and Post are included but will not require additional funding because the modified counseling program already exists in these schools. Therefore, all regions are represented by at least two (2) schools and no region is receiving new funding for more than three schools. In order to provide this service, it will require the employment of sixteen (16) assistant department heads and forty-six (46) clerk-typists.

ESAA funds will allow for the establishment of a Guidance Service Center within each of the sixty-seven (67) middle schools. At least one (1) paraprofessional will be assigned to the Guidance Service Center under the supervision of the professional counseling staff assigned to the school. The primary focus of the Service Centers will be Career Guidance and Crisis Intervention.

Elementary Schools

Forty-seven (47) counselors will be assigned to the forty-seven (47) largest elementary schools as an initial step in meeting the Court Ordered number of sixty-eight (68) (one (1) per three (3) elementary schools). However, the anticipated effectiveness of the counselor involvement in the school program requires that each counselor only be responsible for the counseling program in the school in which he/she is assigned.

Central Coordination and Supervision

Three (3) administrative assistants, will be added to the Central Office staff to provide supervision and leadership to the district's comprehensive guidance and counseling program. Each administrative assistant will have training and experience in providing service to one of the three levels of school organization. Their primary responsibility, however, will be to supervise the areas of responsibility of the five Junior Administrative Assistants currently in the Department of Guidance and Counseling. Each of these staff members will be assigned to work with two regions, on city-wide schools and the vocational centers. Existing Central guidance and counseling personnel will provide supportive assistance to the administrative assistants assuming the primary responsibility for guidance and counseling leadership at the various levels.

An ESAA Guidance Component Supervisor, with one (1) clerk-typist, will be assigned to the Central Guidance and Counseling Department. This staff person's responsibilities will be to provide administrative direction, supervision, and coordination to the Guidance Service Center program which will be developed, and will function in each middle school.

All of the above functions will be under the direction of the Director of the Department of Guidance and Counseling.

In order for the students to receive the maximum assistance from the existing and the additional guidance and counseling staff, in-service training will be provided for the professional and paraprofessional members of the guidance teams.

.... The Department of Guidance and Counseling will lead the in-service training, with the assistance of consultants.

.... Staff will be introduced to a variety of instruments and strategies for assessing the needs of each of the groups in the school community. Surveys and questionnaires will be completed in order to identify and prioritize the needs.

.... The team members will become familiar with various problem solving strategies. There will be an emphasis on the design of problem solving strategies which are most appropriate for the needs of identified students.

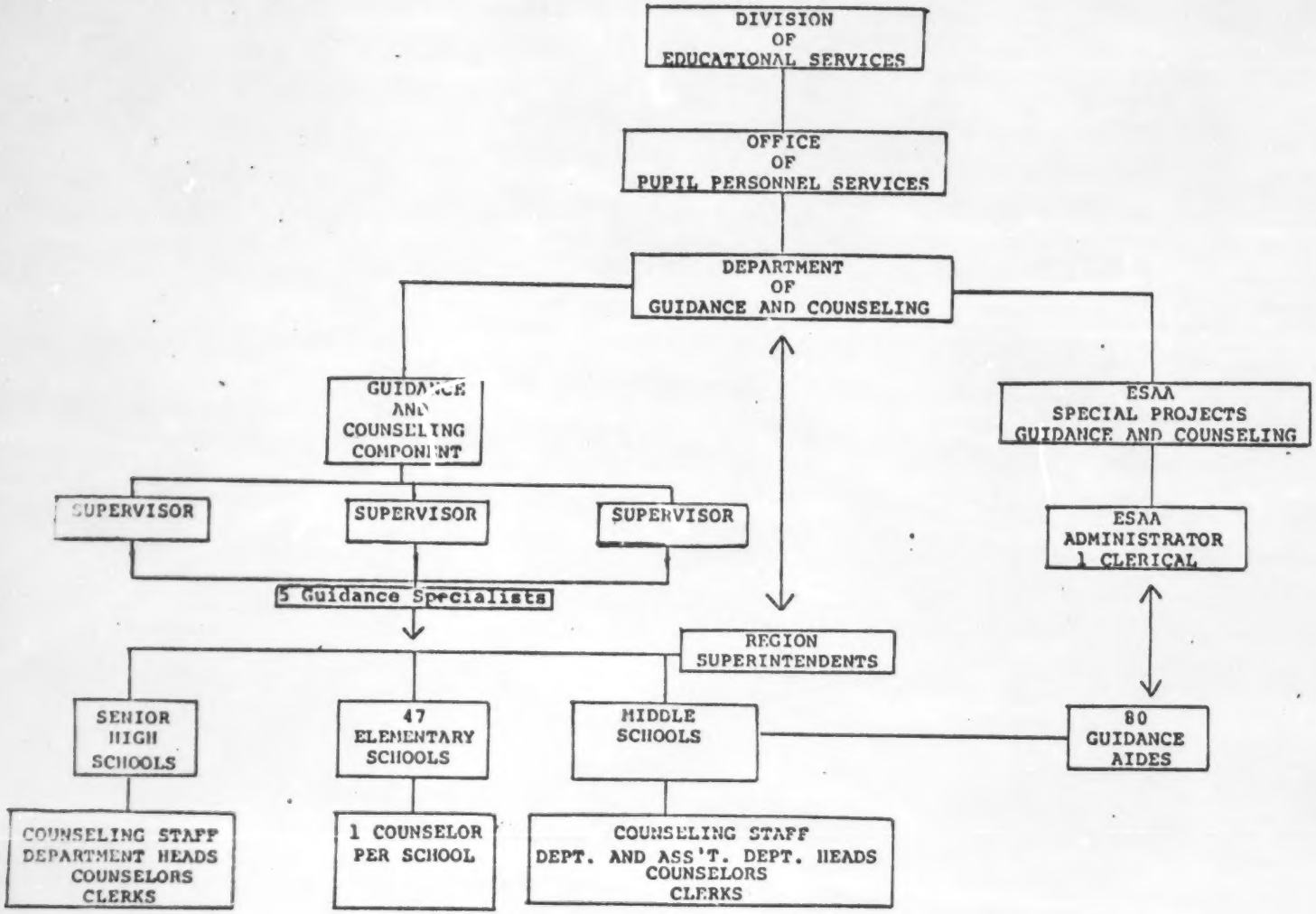
.... The staff will also be trained in methods for evaluating the effectiveness of their guidance and counseling programs. Rather than being locked into an approach which is not assisting the students, the staff will develop strategies which will provide feedback on the effectiveness of their work thus enabling them to modify their programs as needed.

At the conclusion of the training, each school team will:

1. Identify its school's most pressing counseling and guidance needs, from the perspectives of the various populations in the school community.

2. Select one or more strategies that can be used to meet the needs of the students and their parents.

3. Present the total group the conclusions and the processes and a method for evaluating and modifying the efforts.



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ORGANIZATIONAL CHART
GUIDANCE AND COUNSELING
COMPONENT

11/12/76

GUIDANCE AND COUNSELING
TIME LINE

Adjustment in Time Lines Submitted to Federal Court on June 1, 1976

The following are the changes in time lines for implementation of Court Ordered Component, as per the June 1, 1976, report to the Federal Court:

Counseling and Career Guidance

December 1976/January 1977	Select and assign additional elementary, middle, and high school counselors, department heads, clerical staff and guidance specialists.
November 1976/January 1977	Establish Guidance Advisory Committee in every middle and senior high school.
December 1976/January 1977	Complete the installation of the Modified Counseling Program in all senior high schools.
December 1976/June 1977	Design and establish improved monitoring and supervisory programs for all guidance functions.